

## **Local Control Funding Formula (LCFF) Priority 7 Self-Reflection Tools**

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 7 are provided below.

### ***Access to a Broad Course of Study (LCFF Priority 7)***

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Course access and participation is monitored using the District's Student Information System (Infinite Campus) and are verified using reports from multiple systems, such as Hoonuit, DataQuest and CalPads systems. Student schedules reflect access to all required core content courses with the addition of Career Technical Education (CTE) Courses, Dual Enrollment College courses for grades 10th-12th grade, AP Courses, and a wide variety of elective course opportunities. To monitor access to a broad course or study for students, A-G transcript audits are completed on a regular basis, along with the monitoring of participation data in district-wide programs such as AVID. In addition, collaborative teacher teams meet regularly to review course pacing, content, and assessment tools to ensure any barriers for student support and access are addressed.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Currently, there have not been any significant differences in access to a broad course of study among the district school sites. All Middle schools offer elective course options that include Visual and Performing Arts, World Languages, Career Technical Education, and student government. These courses are accessible to all students based on their needs. All high schools offer elective courses in Visual & Performing Arts, World Languages, Dual Enrollment, Articulation, Advanced Placement, and Career Technical Education in addition to the core courses in English, math, social sciences, science, and physical education. Students have an opportunity to select courses from these categories each year. These courses are at rigorous levels where all students are being prepared for post-secondary opportunities. Access is provided to all student groups and each student is encouraged to enroll in at least one. Professional development and Professional Learning Communities provide time for teams to review data and identify strengths and challenges that exist. Collaboration time is used to share best practices and strategies to improve student outcomes.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

During distance learning, students struggled more than ever to complete courses with successful grades. Because more students needed to take credit recovery courses, it became more difficult to fit elective or CTE courses within the school day. The last two years, the district has provided additional sections and a greater variety of courses to get students back on track towards graduation. A larger emphasis has been placed in credit recovery and summer school programs to reduce the barriers keeping students from enrolling in a variety of courses. This practice will reduce the need to repeat coursework during regular academic schedule time allowing students the opportunity to participate in a broad course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The district has provided expanded opportunities for remediation, acceleration and enrichment to college and career readiness programs. Funding for additional Career Technical Education courses, Dual Enrollment, Concurrent Enrollment, World Languages, and Visual and Performing Arts has been added in previous years, and will continue to be supported in the future. To support these programs, funding has been added for facilities, equipment, and supplies to support the additional programs. Preparation for post-secondary success is a key focus for the district. These programs will continue to be expanded as students demonstrate an interest in industry sectors and to meet the needs of the local business sectors. Ongoing training and support is provided to counselors to build and maintain a comprehensive counseling program that develops appropriate college and career readiness skills for our students.